

ELL Data and SAIS

**AZELLA Summer
Training Workshop**

School Year 2011-2012

Pearson Data

- Pearson only knows what you bubbled on the AZELLA demographic page.
- That is what they know to be TRUE.

Pearson Data

- Pearson...after scoring the AZELLA...sends the ADE a file of the SCORES with the information that the LEAs have bubbled on the demographic page.

Pearson Data

- Pearson scores whatever is sent to them. They do not know if a student's SAIS ID number is valid.
- Pearson also has to go off of what the SSID Sheet has as a CTDS Number.

Pearson to ADE SAIS

- Pearson will electronically send to ADE a file and that file is then uploaded to SAIS.
- SAIS has to do a SAIS ID, First Name, and Last Name MATCH.

Pearson to ADE SAIS

- The SAIS ID, the first 3 letters in the first name, and the first three letters in the last name **MUST** match.

Pearson to ADE SAIS

- If all 3 DO NOT MATCH...
- The AZELLA results for that student will end up on the **AZELLA SAIS ID Correction Application** on SAIS Online.

ADE Common Logon

- The LEA can also access the **SDELL74 – AZELLA SAIS ID Correction Error Report** on the ADE Common Logon under Student Detail Data Interchange to view which students are mismatched and need to be corrected.

ADE Common Logon

- Other Reports that are also available:
- SDELL70 Student Detail ELL Assessment Search Report
- SDELL71 ELL Report
- SDELL72 ELL Assessment Report

SDELL 70 Student Detail ELL Assessment Search Report

To view a newly-enrolled student's
AZELLA history

- Go to the ADE Common Logon
 - Student Detail Data Interchange
 - Click on Download Area
 - Click on SDELL70 Student Detail
Assessment Search

SDELL70 Student Detail ELL Assessment Search Report

- The LEA may access any student in SAIS to look up their AZELLA history

SDELL70 Student Detail ELL Assessment Search Report

To access the SDELL 70 Report

–One MUST have access to:

- ADE Common Logon
- Student Detail Data Interchange



ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT

Academic Performance Standards

Student Report

TEACHER: NO NAME GIVEN
 SCHOOL: DESERT EDGE HS - 070516203
 DISTRICT: AGUA FRIA UHSD
 GRADE: 12 AGE: 17 Yrs 09 Mos
 TEST DATE: 05/09 SAIS ID NUMBER:
 OTHER INFO: 042109
 AZELLA LEVEL/FORM: HIGH SCHOOL/A

Learner Snapshot

Overall, Johnny scored a total of 89 points out of a maximum number of 110 points. This student's composite Performance Level is Intermediate. The narratives below describe this student's performance in the different content areas.

Total Composite Scaled Score
 705

Performance Level	PE					E	B	I	P	
								✓		
Scaled Score	300	400	500	600	700	800	900			

PE = Pre-Emergent, E = Emergent, B = Basic, I = Intermediate, P = Proficient

	Max. Score Pts. Poss.	Score Pts. Earned	Scaled Score	Performance Level					Narrative	
				PE	E	B	I	P		
SAIS DATA	Listening	20	14	686				✓		This student's Listening Performance Level is Intermediate. This student is able to summarize main ideas and supporting details in an oral discourse on personal, social, or academic topics, with little repetition or rephrasing required. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.
	Speaking	34	34	804					✓	This student's Speaking Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student can express certainty and doubt; make predictions; express sympathy, empathy, and gratitude; summarize events; report to and inform others about events; and draw inferences. This student is able to question, solicit, and restate information about newly-learned information.
	Comprehension (Listening & Reading)	44	31	691				✓		This student's Comprehension Performance Level is Intermediate. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student understands the meaning of many multiple meaning words that have a different meaning in mathematics. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
SAIS DATA	Oral (Listening & Speaking)	54	48	718					✓	This student's Oral Language Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student is able to participate in social conversations by asking and responding to questions, expressing feelings such as certainty and doubt, make predictions; express sympathy, empathy and gratitude; summarize events; and, report on events. This student is able to respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a broad range of persuasive and expressive personal, social, and academic topics.
	Reading	24	17	695				✓		This student's Reading Performance Level is Intermediate. This student can determine the meaning of figurative language, including similes, metaphors, personification, and idioms some of the time. This student knows the meaning of many multiple meaning words that have a different meaning in mathematics. This student is able to summarize main ideas in text and can use information from text and text features to determine the sequence of activities needed to carry out a procedure. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
	Total Writing (Writing & Writing Conventions)	32	24	699				✓		This student's Total Writing Performance Level is Intermediate. This student is able to produce independent writing that uses on-grade English conventions, and has some errors that occasionally impede communication. This student is able to create essays in various genres that include identifiable main ideas that contain general supporting details. This student is able to write using simple organization with some relationship among ideas present and lapses in sequencing and use of transitions. This student uses ordinary, generic word choices and repetitive sentence patterns. Occasionally, this student attempts to write more complex sentence structures.

Overall Assessment Result (Language)

(ADE SAIS determines this field for the LEA.)

3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	ELL After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
7	English Language Learner (ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program.
8	Continuing FEP Year 1	This student was previously Reclassified FEP the prior fiscal year and is being monitored.
9	Continuing FEP Year 2	This student was previously Reclassified FEP and is being monitored in the second year.

Language Program Participation

IN: The LEA determines this field in SAIS.

- Possible choices in SAIS when placing a qualifying ELL student into a language program:
 - A** Structured or Sheltered English Immersion (SEI)
 - B1** Bilingual/Dual Language with Waiver 1
 - B2** Bilingual/Dual Language with Waiver 2
 - B3** Bilingual/Dual Language with Waiver 3
 - I** Individual Language Learner Plan (ILLP)

Language Program Exit Reason

OUT: The LEA determines this field in SAIS.

- 1 - Reclassified as FEP by Reassessment
- 2 - Withdrawn from school
- 3 - Withdrawn by parent request
- 5 - Transferred to a different program
- 7 - Withdrawn due to SPED Criteria
- 8 - Transferred to Different Track

As per USDOE regarding students withdrawn by parent request:

- The USDOE would like to remind LEAs of their continuing obligations under Title VI. Specifically, if a school district asserts that parents have opted their ELL children out of a formal ELL program, the school district must maintain documentation that parents opted out of the program after having been informed by trained personnel about the purpose and benefits of the program in a language that the parents understand.

As per USDOE regarding students withdrawn by parent request:

- If a parent opts an ELL student out of a formal ELL program, the district remains obligated to take the "affirmative steps" required by Title VI and the "appropriate action" required by the EEOA with respect to the opt-out ELL student. That is, the school district must continue to ensure that the "opt out" ELL student has his or her English-language and academic needs met.

As per USDOE regarding students withdrawn by parent request:

- Districts may meet this obligation in a variety of ways, including: providing adequate training to the opt out ELL students' classroom teachers on second-language acquisition and English-language development methodologies, and ensuring that the teachers are using these methodologies in the classroom; monitoring the opt out ELL students' educational progress periodically and providing access to other supports offered at the school;

As per USDOE regarding students withdrawn by parent request:

- disaggregating information about opt-out ELL students' acquisition of English and academic progress as part of the District's ELL program evaluation process; and, if an opt out ELL student is unable to perform at grade level without receiving ELL program assistance, reminding the parent that the student can enter the formal ELL program.

The background is a smooth blue gradient, transitioning from a lighter blue at the top to a darker blue at the bottom. A bright sun flare is visible on the left side, creating a horizontal glow across the middle of the image. The word "QUESTIONS?" is centered in the middle of the frame.

QUESTIONS?